



August 19, 1999

Dear Student Support Services Project Director:

Enclosed is a copy of the **revised** annual performance report form for the Student Support Services program to be used for program year 1998-99. **The completed report is due November 30, 1999** and should be mailed to the Department at the address noted below:

College and University Support Team (CUST)
Office of Federal TRIO Programs
U.S. Department of Education
400 Maryland Avenue, S.W.
The Portals Building, Suite 600D
Washington, D.C. 20202-5249

We have made a few changes to the report form and the record structure for the participant list in order to improve the quality and usefulness of the data collected. The most significant change to the form is the addition of the Social Security Number that now will be collected for each student. This will allow the Department to interface with other Department databases that can provide additional information about student academic progress. Another change is converting all dates to four-digit years in order to comply with the year 2000 conversion standards throughout the Federal government. Further, the classifications of race/ethnicity have been revised to be consistent with new government-wide standards.

An ASCII text file on a virus-free 3.5 inch floppy disk is the preferred format for the computer data file to be submitted in response to Section V. However, if you are unable to create the ASCII text file from your current database, we have developed an easy-to-use, self-installing software application that can be used to collect and submit the required information. This application is designed to reduce the number of potential errors associated with importing data. Further, this application may be used to complete the entire report (Sections I through V); thus, eliminating the need to submit a hard copy of Sections I- IV of the report with the computer disk for Section V. The software application is being revised to comply with the revisions made to the performance report and will be posted to our web page by the end of August 1999.

If you used one of the software applications that we sent out last year for the participant data, this year's application has the ability to import last year's information through a simple wizard. In order to properly run this application, you must have an IBM-compatible PC with Windows 95. The application will be available for download from the following web site:

<http://www.ed.gov/offices/OPE/HEP/trio/studsupp.html>. If you are unable to get the application from our web site, you may request a copy of the software by contacting your program officer.

Alternatively, you may submit the participant information using Microsoft Access or Excel. If you choose to use a database or spreadsheet program, please be sure to use the database column names provided in the instructions for Section V of the report form. Also, if using an Excel spreadsheet, please make sure all the data provided is on a single sheet. It is important that you call your program officer if it is necessary for you to submit the data in a format other than those described. Please keep in mind that any variations in the file formats will delay the processing of your data and the preparation of reports on project and program outcomes.

Please contact your program officer directly if you need additional information or assistance in completing the performance report. We will again be coordinating with technical staff to address any problems you may have with the creation of the electronic student data file. For your convenience, we have included a State listing with the program officer's name, telephone number, and email address. We have also included two project labels to be attached to the diskette and any paper reports submitted. On the label attached to the diskette, please indicate the software and version used to submit the student data.

Sincerely,

Robert L. Belle, Jr., Ed.D.
Director
Office of Federal TRIO programs

Enclosures

Performance Report Form and Instructions
Frequently Asked Questions and Responses
General Comments on Sections II and III of Report Form
State Listing of Program Officers

**Student Support Services (SSS) Program
Instructions for Completing the Annual Performance Report
For Program Year 1998-99**

1. WHAT IS THIS PACKAGE?

This package contains the forms and instructions needed to prepare the annual performance report for the Student Support Services program.

2. WHAT ARE THE LEGISLATIVE AND REGULATORY AUTHORITIES TO COLLECT THIS INFORMATION?

Title IV, Section 402D, of the Higher Education Act of 1965, as amended (Public Law 102-325), the program regulations in 34 CFR Part 646; and sections 75.590, and 75.720 of the Education Department General Administrative Regulations (EDGAR) permit the collection of this information.

3. WHO MUST FILE THIS REPORT?

All grantees funded under the Student Support Services program must submit an annual performance report as a condition of grant award.

4. WHAT PERIOD OF TIME IS COVERED IN THE REPORT?

The report covers the 12-month grant (budget) period for which the grant has been made. This information can be found in Block 6 of the Grant Award Notification.

5. WHEN SHOULD THE REPORT BE FILED?

The annual report should be mailed (postmarked) within 90 days after the end of each 12-month grant (budget) period.

6. HOW MAY THE REPORT BE SUBMITTED?

An easy-to-use, self-installing software application can be used to collect and submit the required information. This application may be used to complete the entire report (Sections I through V); thus, eliminating the need to submit a hard copy of Section I-IV of the report with the computer disk for Section V. The application is available for download from the following web site:

<http://www.ed.gov/offices/OPE/HEP/trio/studsupp.html>

A grantee not electing to use the software application must submit an original and one copy of Sections I, II, III, and IV; and an IBM compatible disk in an ASCII format for Section V. **Each participant record must conform to the specifications detailed in the attached instructions.**

A grantee unable to submit the participant list as an ASCII text file on a computer disk (or cannot use the self-installing software application) should contact the assigned program officer to discuss an alternate format for the data submission. Further, if for any reason you need to revise your performance report submission, please contact your assigned program officer before re-submitting.

7. WHERE SHOULD THE REPORTS BE SENT?

College and University Support Team (CUST)
Office of Federal TRIO Programs
U.S. Department of Education
400 Maryland Avenue, S.W.
The Portals Building, Suite 600 D
Washington, D.C. 20202-5249

8. WHO MAY BE CONTACTED FOR ADDITIONAL INFORMATION CONCERNING THE SUBMISSION OF THE PERFORMANCE REPORT?

Your assigned program officer can assist you with any questions.

Student Support Services Program Specific Instructions for Completing the Performance Report

SECTION I -- PROJECT IDENTIFICATION, CERTIFICATION, AND WARNING

A. Identification

1. Provide the project's Department of Education's identifying number. This number can be found in Block 5 of the Grant Award Notification.
2. Provide the Title IV School Code/OPE ID Number (Office of Postsecondary Education Identification Number) for your institution. This is a six-digit (eight-digit if branch campus) number that is required on all Federal financial aid documents. Information regarding this number is included in Title IV School Code Directory and can be accessed on the World Wide Web: <http://www.ed.gov/offices/OSFAP/Students/apply/search.html>.
3. Provide the D-U-N-S number for the grantee institution. This number can be found in Block 8 of the Grant Award Notification.
4. Provide the name of the institution that was awarded the grant funds.
5. Provide the address of the institution listed in item #4.
6. Provide the name of the project director or other person that may be contacted for further information.
7. Provide the telephone number for the project director/contact person.
8. Indicate the period covered by this report. These dates should correspond to the budget period found in Block 6 of the Grant Award Notification.

B. Certification

The project director is the person responsible for administering the project in accordance with the terms and conditions of the grant.

The certifying official is the individual (successor or designee) who signed the grant application on behalf of the institution.

Please note: The Department reserves the right to request original signatures for electronically submitted reports, if necessary to certify the accuracy and completeness of the report.

C. Warning

Self-explanatory

SECTION II -- DEMOGRAPHIC PROFILE OF PROJECT PARTICIPANTS

A. Number of Participants Assisted During the 1998-99 project period

Please keep in mind the definition of participant provided in the program regulations in 34 CFR 646.7. Only those students who meet this definition of participant should be included in the report. Also, only those participants served during this project period should be counted in this section of the report. Prior year participants -- participants who received services in previous grant years but who have not received services on a continual basis during the current reporting period and who are still enrolled at the grantee institution -- should not be included in this section of the report.

On lines A1 through A7 provide separate counts of the number of students assisted by cohort. A cohort consists of a group of students who started in a given project year. An individual student is a member of the same cohort for reporting purposes even if that student leaves the program and returns. Further, a student remains in the same cohort group for each successive year.

To assist you in completing this section of the report, we have inserted the years of each cohort group after the PY. The first line should be for students served by the project for the first time during the current reporting period (program year 1998-99). The second line should be for the previous year's cohort group (1997-98), etc.

Line A7 should include students who received services in the 1998-99 project year but who were first served by the project before the 1993-94 project year. Line A8 should be the total of lines A1 through A7 and should be the same as the total number of project participants assisted during the report period.

Please note that in Part E of Section II of the report -- Participant Distribution by Grade Level -- you will report on project year cohorts by grade level. All participants that are reported in Part A should also be included in Part E.

B. Participant Distribution by Eligibility

The statute and regulations governing the Student Support Services program require that an individual, at the time of initial selection in the project, must be a "low-income individual," a "first-generation college student," or "an individual with disabilities." (These terms are defined below.) Two-thirds of each year's project participants must be both low-income and first-generation or be an individual with disabilities; the remaining one-third can be either low-income, first-generation, or individuals with disabilities or a combination of these. At least one-third of the individuals with disabilities must also be low-income individuals. Students may be counted only once in this breakout. The total reported must agree with the number in "A8" above.

Low-income individual means an individual whose family taxable income did not exceed 150 percent of the poverty level amount in the calendar year preceding the year in which the individual initially participates in the project. The poverty level amount is determined using criteria of poverty established by the Bureau of the Census of the U.S. Department of Commerce.

First-generation college student means an individual neither of whose natural or adoptive parents received a baccalaureate degree; or a student who, prior to the age of 18, regularly resided with and received support from only one natural or adoptive parent and whose supporting parent did not receive a baccalaureate degree.

Individual with disabilities means a person who has a diagnosed physical or mental impairment that substantially limits that person's ability to participate in the educational experiences and opportunities offered by the grantee institution.

C. Participant Distribution by Ethnic Background

These data are not mandatory but are extremely helpful to the Department in reporting on the ethnic characteristics of participants served by the program. Please note that these classifications have been revised to be consistent with new government-wide standards. For those students where more than one race has been reported, include these students on line C7.

D. Participant Distribution by Gender

As noted above, though these data are not mandatory, it is helpful to the Department in reporting on the gender representation of project participants.

E. Participant Distribution by Grade Level

These data provide the college grade level of participants at the end of the project year for each cohort of students served by the project. Projects should use the standards established by the grantee institution (i.e., required number of credit hours, GPA) to determine the grade level of participants.

SECTION III: PROJECT SERVICES AND ACTIVITIES

This section is designed to obtain a profile of the number of participants who have received the various services authorized under the program. As no one project will choose to provide all the allowable services, report only on those services and activities conducted by your SSS project. Be sure to report on the number of project participants who received each of the services provided by your project. Since most students will participate in more than one activity, participants may be counted under more than one activity. However, a participant should be counted only once under each activity. Thus, the total number of participants listed under each activity should not exceed the total number of participants provided in Section II, A8.

The column labeled “Number of Contact Hours” in Parts B and C should reflect the cumulative number of hours for all students who participated in those activities.

A. Academic Instruction

Report on the number of students who received formal academic instruction during the report period. Instructional services fall into two categories: (1) remedial or developmental courses supported with project funds and which allow the students to receive institutional credit for successfully completing the courses; and (2) formal instruction provided for academic support, paid for with project funds, but which do not qualify for institutional credit.

B. Academic Support

Report on the number of students who received other forms of academic support as defined below. Also provide the total number of contact hours.

Use the following definitions in completing this section:

Peer tutoring means individual or small group tutoring provided by other students.

Professional tutoring means individual or small group tutoring provided by graduate student or a professional staff person.

Supplemental instruction means organized tutoring sessions for specific courses that are tied directly to the instruction in the courses.

Assisted labs means academic support or tutoring provided through a learning center or other formal means.

Computer assisted instruction means academic support or tutoring provided via computers instead of peer or professional tutors.

Study skills classes/workshops means activities designed to help students gain the skills needed to succeed in the academic programs of the institution.

Orientation classes/workshops means sessions or classes that help students adjust to the institution, and may include help in registering for courses and familiarizing them with the academic requirements of the institution.

C. Counseling and Mentoring

Report on the number of students who received counseling and/or mentoring during the report period. Also provide the total number of contact hours.

Use the following definitions in completing this section:

Personal counseling means crisis intervention and assistance with personal problems and decisions.

Academic advising means assisting students in making educational plans, selecting appropriate courses, meeting academic requirements, and planning for graduation and further education.

Financial aid counseling means assisting students individually or in small groups in completing financial aid applications or in working with the institution's financial aid office to develop aid packages that will meet the students' financial needs for attendance at the institution.

Career counseling and employment assistance means helping students learn about career opportunities through written and computerized information, assessing their career interests and capabilities, and making occupational plans.

Transfer counseling means assisting students interested in four-year programs in meeting the academic requirements of those programs, choosing four-year institutions, and applying for admission and financial aid at those institutions.

Graduate school counseling means assisting students in choosing graduate or professional programs and applying for admission and financial aid for those programs.

Professional mentoring means professionals, other than project staff, working with project students to expose them to career and other opportunities available to them.

Peer counseling/mentoring means a variety of support, personal or academic, provided by other students designed to help project participants adjust to the institution.

D. Cultural and Enrichment Activities

Report on the number of students who participated in other project sponsored activities. Use the following definitions in completing this section:

Cultural activities means any project sponsored activities, such as field trips, special lectures, and symposiums, that have as their purpose the improvement of the project participants' academic progress and personal development.

Campus visitations means project sponsored trips to other postsecondary institutions for the purpose of acquainting students with institutions that the project participants may wish to attend to further their education (i.e., two-year/four-year transfers or graduate and professional schools).

Information workshops includes a variety of short workshops or seminars (usually a half day or less) on topics that may range from stress management and test taking to drug and alcohol abuse.

SECTION IV: PROJECT PERFORMANCE OUTCOMES

This section of the annual report is your opportunity to report on your project's progress in meeting its approved objectives related to the goals of the program and that respond to the prior experience criteria. State your approved objectives and report on the extent to which your project achieved each of these objectives. Provide specific data to support the accomplishment of each objective.

Keep in mind that the annual performance report will be used to assess your project's prior experience, so it is imperative that you provide sufficient information to determine your project's success in meeting the purposes of the Student Support Services program.

SECTION V: PARTICIPANT LIST

Each grantee is required to submit **annually** detailed information on each student served by the project during the current reporting period as well as information on all prior year participants that are still enrolled at the grantee institution. The data file thus should contain a complete listing of current and prior year project participants. **The data are to be submitted on an IBM compatible disk as an ASCII text file (no delimiters, fixed length).** Further, each participant record must conform to the specifications described in this report form. Grantees unable to submit the information as an ASCII text file may use a self-installing software application developed by the Department of Education. This software may be downloaded from the following web site: <http://www.ed.gov/offices/OPE/HEP/trio/studsupp.html>

A project must track the progress of prior year participants for as long as they are enrolled at the grantee institution. Prior year participants are defined as those students who received project services in previous grant years but who have not received services on a continual basis during the current reporting period.

**Student Support Services (SSS) Program
Annual Performance Report -- Program Year 1998-99**

Section I -- Project Identification, Certification and Warning

A. Identification

1. PR/Award Number: _____
2. Title IV School Code (OPE ID Number): _____
3. Grantee D-U-N-S Number: _____
4. Name of Grantee Institution: _____
5. Address: _____

6. Name of Project Director: _____
7. Telephone Number: _____
8. Report Period: _____ to _____
Month/Day/Year Month/Day/Year

- B. Certification:** We certify that the information reported herein is accurate, complete, and readily verifiable to the best of our knowledge.

Name of Project Director (Print) Name of Certifying Official (Print)

Signature and Date Signature and Date

- C. Warning:** Further Federal funds or other benefits may be withheld under this program unless this report is completed and filed as required by existing law (20 U.S.C.) 1231a) and regulations (34 CFR 75.590 and 75.720) **Authority: Public Law 102-325, as amended.**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0525. The time required to complete this information collection is estimated to average 4.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, D.C. 20202-4651. **If you have comments or concerns regarding the status of your individual submission of the form, write directly to:** Office of Federal TRIO Programs, U.S. Department of Education, 400 Maryland Avenue, S.W., the Portals Building, Suite 600D, Washington, D.C. 20202-5249.

SECTION II: DEMOGRAPHIC PROFILE OF PROJECT PARTICIPANTS

A. Number of participants assisted during the 1998-99 report period.

(Include only those students served during the 1998-99 project year. Do not report on prior year participants in this section.)

- | | |
|--|-------|
| 1. First-time participants (PY 1998-99 cohort) | _____ |
| 2. PY 1997-98 cohort | _____ |
| 3. PY 1996-97 cohort | _____ |
| 4. PY 1995-96 cohort | _____ |
| 5. PY1994-95 cohort | _____ |
| 6. PY1993-94 cohort | _____ |
| 7. Students in other cohort groups | _____ |
| 8. Total number of participants | _____ |

B. Participant Distribution by Eligibility

- | | |
|---|-------|
| 1. Low-Income and First-Generation college students | _____ |
| 2. Low-Income only | _____ |
| 3. First-Generation only | _____ |
| 4. Disabled only | _____ |
| 5. Disabled and Low-Income | _____ |
| 6. Total | _____ |

C. Participant Distribution by Ethnic Background

- | | |
|--|-------|
| 1. American Indian or Alaskan Native | _____ |
| 2. Asian | _____ |
| 3. Black or African-American | _____ |
| 4. Hispanic or Latino | _____ |
| 5. White | _____ |
| 6. Native Hawaiian or other Pacific Islander | _____ |
| 7. More than one race reported | _____ |
| 8. Total | _____ |

Note: The race/ethnicity categories used here are the only categories officially approved by OMB for this data collection. For participants where more than one race has been reported, include them on line C7.

D. Participant Distribution by Gender

- | | |
|-----------|-------|
| 1. Male | _____ |
| 2. Female | _____ |
| 3. Total | _____ |

E. Participant Distribution by Grade Level

(as of the end of project year)

	Freshmen	Sophomore	Junior	Senior	Other
PY 1998-99 cohort	_____	_____	_____	_____	_____
PY 1997-98 cohort	_____	_____	_____	_____	_____
PY 1996-97 cohort	_____	_____	_____	_____	_____
PY 1995-96 cohort	_____	_____	_____	_____	_____
PY 1994-95 cohort	_____	_____	_____	_____	_____
PY 1993-94 cohort	_____	_____	_____	_____	_____
Other cohorts	_____	_____	_____	_____	_____

SECTION III: PROJECT SERVICES AND ACTIVITIES

(Include only those students served and contacts made during the 1998-99 project year.)

A. Academic Instruction

	Institutional Credit (Project Funded)	Non-Credit (Project Funded)
Reading	_____	_____
Writing	_____	_____
Mathematics	_____	_____
English	_____	_____
English for Students of Limited Proficiency	_____	_____
Other (specify)	_____	_____

B. Academic Support

	Number of Participants Hours	Number of Contact Hours
Peer Tutoring (one to one)	_____	_____
Peer Tutoring (group)	_____	_____
Professional Tutoring (one to one)	_____	_____
Professional Tutoring (group)	_____	_____
Supplemental Instruction	_____	_____
Assisted Labs	_____	_____
Computer Assisted Instruction	_____	_____
Study Skills Classes/Workshops	_____	_____
Orientation Classes/Workshops	_____	_____
Other (specify)	_____	_____

C. Counseling and Mentoring

	Number of Participants Hours	Number of Contact Hours
Personal Counseling	_____	_____
Academic Advising	_____	_____
Financial Aid Counseling	_____	_____
Career Counseling	_____	_____
Transfer Counseling	_____	_____
Graduate School Counseling	_____	_____
Professional Mentoring	_____	_____
Peer Counseling/Mentoring	_____	_____
Other (specify)	_____	_____

D. Cultural and Enrichment Activities

	Number of Participants
Cultural Activities	_____
Campus Visitations	_____
Information Workshops	_____
Other (specify)	_____
_____	_____

SECTION IV: PROJECT PERFORMANCE OUTCOMES

In this section state briefly your approved project objectives and report on the extent to which your project achieved each of these objectives. Provide specific data to support the accomplishment of each objective.

STUDENT SUPPORT SERVICES PROGRAM

ANNUAL PERFORMANCE REPORT

SECTION V -- RECORD STRUCTURE FOR PARTICIPANT LIST

There have been a few changes made to the record structure for the participant list to improve quality of the data collected. The most significant change to the form is the addition of the Social Security Number that will be collected for each student. This will allow the Department to interface with other Department databases that can provide additional information about student progress and achievement. Another change is converting all dates to four digit years in order to comply with the year 2000 conversion standards throughout the Federal government. Further, the classifications of race/ethnicity have been revised to be consistent with new government-wide standards. Please note the changes made to the form and adjust your record structure accordingly.

To assist you in submitting your information, the Department has developed an electronic version of the report available for you to download from the World Wide Web. You may also use this version to convert the information you submitted in the past (provided you used the Department of Education's version of the electronic file) to the new structure. If you submitted your report as an ASCII text file in previous years, **you may continue to submit your information in an ASCII text format provided you incorporate the changes to the record structure.** If, however, you are submitting your data in a file format other than ASCII, please note the Database Column Names in column three below are provided to standardize the field headings for the performance report submissions. Please change any header names you are using to match those in the Database Column Name. This will help the Department convert the information you provide into a usable format.

Field No	Field Name	Database Column Name	Length (# of Bytes)	Positions Begin End		Field Type	Valid Field Content
1	Batch Year	BatchAY	4	1	4	A/N	1998 for Project Year 1998-1999
2	Social Security Number	SSN	9	5	13	Numeric	NOTE: Please format the SSN in nine digits greater than 0 without using any characters (letters, dashes) in the number (e.g., 123456789)
3	Student's Last Name	LastNM	16	14	29	A/N	0 to 9 Uppercase A to Z . (period) ' (apostrophe) - (dash) Blank = No response If non-blank, will be justified with an uppercase A-Z in first position.
4	Student's First Name	FirstNM	9	30	38	A/N	0 to 9 Uppercase A to Z . (period) ' (apostrophe) - (dash) Blank = No response If non-blank, will be justified with an uppercase A-Z in first

Field No	Field Name	Database Column Name	Length (# of Bytes)	Positions Begin End		Field Type	Valid Field Content
							position.
5	Student's Middle Initial	MI	1	39	39	A/N	Uppercase A to Z Blank = No response
6	Student's Date of Birth	DOB	8	40	47	Numeric	Format is MMDDCCYY, e.g. 01010000 to 12311900; MM = 01– 12 DD = 01 – 31 CC = 19 – 20 YY = 00 – 99 00000000 = No response
7	Gender	GenderCD	1	48	48	A/N	1 = Male 2 = Female 0 = No response
8	Race/Ethnicity	EthnicityCD	1	49	49	A/N	1 = American Indian or Alaskan Native 2 = Asian 3 = Black or African-American 4 = Hispanic or Latino 5 = White 6 = Native Hawaiian or other Pacific Islander 7 = More than one race reported 0 = No response NOTE: The race/ethnicity categories used here are the only categories officially approved by OMB for this data collection. For those students where more than one race has been reported, you may use “7” for “More than one race reported.”
9	Eligibility	EligibilityCD	1	50	50	A/N	1 = Low-Income and First-Generation 2 = Low Income only 3 = First-Generation only 4 = Disabled 5 = Disabled & Low Income 0 = No response
10	Project Entry Date	ProjEntryDT	8	51	58	Numeric	Format is MMDDCCYY, e.g. 01010000 to 12311900; MM = 01– 12 DD = 01 – 31 CC = 19 – 20 YY = 00 – 99 00000000= No response
11	First School	FirstEnrollDT	8	59	66	Numeric	Format is MMDDCCYY, e.g. 01010000 to 12311900;

Field No	Field Name	Database Column Name	Length (# of Bytes)	Positions Begin End		Field Type	Valid Field Content
	Enrollment Date						MM = 01– 12 DD = 01 – 31 CC = 19 – 20 YY = 00 – 99 00000000= No response
12	Participant Status	PartCD	1	67	67	A/N	1 = New Participant (for reporting period) 2 = Continuing 3 = Prior Yr. Participant 0 = No response NOTE: A new participant is one served by the project for the first time in this reporting period. A continuing participant is one who was served by the project for the first time in another reporting period who also received project services during this reporting period. A prior year participant is one who received project services in a previous reporting period but who has not received services during this reporting period. A project must report on prior participants for as long as they are enrolled at the grantee institution.
13	Academic Need (Type)	NeedCD	2	68	69	A/N	01 = High school GPA 02 = SAT scores , verbal 03 = SAT scores, math 04 = ACT scores 05 = Predictive indicator 06 = Diagnostic tests 07 = College GPA 08 = High school equivalency 09 = Failing grades 10 = Out of the academic pipeline for 5 or more years 11 = Multiple 12 = Other 00 = No response NOTE: Since many students may qualify for project services based on more than one category, to the extent practical, indicate only the main category used to determine their need for project services. If this is not possible, use “11 -- Multiple.” Use “12 -- Other” for categories of academic need used by your project but not on the list of options.

Field No	Field Name	Database Column Name	Length (# of Bytes)	Positions Begin End		Field Type	Valid Field Content
							Predictive indicator is a composite variable for estimating the potential success of a student in college using a variety of factors that may include indicators such as high school GPA, SAT or ACT test scores, high school preparedness, etc.

14	Enrollment Status (During the project year)	EnrollCD	1	70	70	A/N	1 = Full-time 2 = 3/4 time 3 = 1/2 time 4 = Less than 1/2 time 5 = Varied enrollment status 6 = Not enrolled 0 = No response NOTE: Use “5 -- Varied enrollment status” for students who may attend full-time in one semester or quarter of the academic year and 3/4 or 1/2 time in another semester or quarter of the academic year.
15	College Grade Level (Entry into project)	EnterGradeLV	2	71	72	A/N	01 = 1st yr., never attended 02 = 1st yr., attended before 03 = 2 nd yr./sophomore 04 = 3 rd yr./junior 05 = 4th yr./senior 06 = 5th yr./other undergraduate 00 = No response NOTE: Use codes 03, 04, 05, and 06 only for students who have the required number of credits and GPA to be classified at the institution as sophomore, junior, senior, and other undergraduate respectively.
16	College Grade Level (Current – at the end of the project year)	CurrentGradeLV	2	73	74	A/N	01 = 1st yr., never attended 02 = 1st yr., attended before 03 = 2nd yr./sophomore 04 = 3rd yr./junior 05 = 4th yr./senior 06 = 5th yr./other undergraduate 07 = 1st yr. graduate/ professional 08 = 2nd yr. graduate/ professional 09 = 3rd yr. graduate/ professional 10 = Beyond 3rd yr. graduate/professional 00 = No response NOTE: A project must track and thus report on the current college grade level of each current and prior year participant for as long as they are enrolled at the grantee institution.
17	GPA Scale	GPAScale	1	75	75	A/N	1 = 4 point scale 2 = 5 point scale NOTE: Valid one digit grade point average scale code

18	Cumulative GPA	CumGPA	5	76	80	A/N	0.000 to 5.000 Blank = Not applicable or unknown
19	Academic Standing	AcamStandCD	1	81	81	A/N	1 = Good standing 2 = Not in good standing 0 = No response NOTE: Use your institution's definition of good academic standing.
20	Enrollment Status at the End of the Project Year	EndEnrollCD	2	82	83	A/N	01 = Academic dismissal 02 = Dismissal for non-academic reasons 03 = Withdrew for financial reasons 04 = Withdrew for health reasons 05 = Withdrew for academic reasons 06 = Withdrew for personal reasons 07 = Transferred 08 = Graduated 09 = Graduated & transferred 10 = Enrolled in graduate degree programs 11 = Continuing student 00 = No response
21	Amount of Financial Aid Needed	FinAidReqAMT	5	84	88	A/N	0 to 99999 (e.g. 05000 for \$5,000) Blank = Not applicable or unknown NOTE: Provide the dollar amount (whole dollars only) of the financial need of each participant as determined by the financial aid office.
22	Amount of Financial Aid Offered	FinAidOfferAMT	5	89	93	A/N	0 to 99999 (e.g. 05000 for \$5,000) Blank = Not applicable or unknown NOTE: Provide the dollar amount of aid (whole dollars only) offered each participant inclusive of Federal, State, local, private, and institutional aid, and the parent/student contribution.
23	Reasons Full Financial Aid Not Offered/ Awarded	FinAidRejCD	1	94	94	A/N	1 = Student refused loan 2 = Insufficient Federal grant aid 3 = Insufficient College Work Study aid 4 = Insufficient institutional aid 5 = Student failed to make adequate academic progress 6 = Student refused College Work Study aid 7 = Student not enrolled full-time 8 = Student not eligible for financial aid 9 = Insufficient loans

24	Degree/Certificate Completed	DegreeCD	1	95	95	A/N	1 = Certificate/Diploma for occupational, educational program (less than two-year program) 2 = Certificate/Diploma for occupational technical, or educational program (at least two-year program) 3 = Associate Degree (two years) 4 = 1st Bachelor's Degree 5 = 2nd Bachelor's Degree 6 = Teaching Credential Program 7 = Graduate or Professional Degree 8 = Not completed program of study 0 = No response NOTE: Indicate highest degree completed. For students who have not yet completed their program of study, use 8.
25	PR/Award Number	PR	11	96	106	A/N	Number in Block 5 of the project's Grant Award Notification NOTE: Include only the eleven digit PR/Award Number that begins with P042A9___. Do not include the suffix for the fiscal year in this field.

Sample ASCII Text file layout with 2 student records:

1998123456789Smith Joseph E1015196913109241996052619962041010312.331111050000450028P042A970000
1998987654321Jones Mary A0430197625109141996020619962111010312.781111050000450028P042A970000

PRIVACY ACT

In accordance with the Privacy Act of 1974 (Public Law No. 93-579, 5 U.S.C. 552a), you are hereby notified that the Department of Education is authorized to collect information to implement the Student Support Services Program under Title IV of the Higher Education Act of 1965, as amended (Pub. Law 102-325, Sec. 402D). In accordance with this authority, the Department receives and maintains personal information on participants in the Student Support Services program. The principal purpose for collecting this information is to administer the program, including tracking and evaluating participant progress. Providing the information on this form, including a social security number (SSN) is voluntary; failure to disclose a SSN will not result in the denial of any right, benefit or privilege to which the participant is entitled. The information that is collected on this form will be retained in the program files and may be released to other Department officials in the performance of their official duties.

STUDENT SUPPORT SERVICES ANNUAL PERFORMANCE REPORT

FREQUENTLY ASKED QUESTIONS AND RESPONSES

PROGRAM YEAR 1998-99 REPORT

Over the last three years, we have received numerous questions about completing the Student Support Services Annual Performance Report. The College and University Support Team has collected these questions in order to respond to both technical issues and programmatic concerns. Listed below is a summary of the most frequently asked questions divided into what we define as “Technical Issues” and “Programmatic Issues.” “Technical Issues” are questions concerning the computer programs or software issues. “Programmatic Issues” are policy interpretations of the data requirements of the program.

TECHNICAL ISSUES:

1. What is an ASCII text file?

An ASCII file is a text only document that contains no formatting, e.g., word processor files insert special (non-readable) characters for bold text, italic text, and underlined text, etc. Most major word processors will save a document as an ASCII text file, usually under the Save As... and Save As Type. . . options. This will remove all special formatting from the file. The advantage to an ASCII text file is that it is a standardized file type and many different software packages can read the data in the file.

2. What is a delimited text file?

A delimited text file contains rows of information that could be displayed as a spreadsheet or table format. However, since it is a text-only file, no special formatting can break up the information into columns. Therefore, a delimited text file consistently uses characters throughout the document to indicate a column break. These characters are known as the delimiters. Nearly any character can be a delimiter, but the most common delimiters are the comma and tab. Following is an example of using delimiters:

Prefix	First Name	Middle Initial	Last Name
Mr.	John	T.	Doe
Mrs.	Jane	A.	Smith

The previous table contains two records of data, one for each person. An example of a comma delimited text file containing the same information, without the column names, is as follows:

```
“Mr.”,”John”,”T.””Doe”  
“Mrs.”,”Jane”,”A.”,”Smith”
```

A tab-delimited file would essentially be the same, but tabs would replace the commas.

3. What are the requirements for the SSS Participants Database?

The SSS Participants Database is a one-form application that allows grantees to enter and send all the student data required by the Department of Education. This application will be sent to grantees upon request. If you are unable to create the ASCII text file from your current database, then you may use this application designed to reduce the number of potential errors associated with importing data. This application can also provide you with a method to track your own student data. If you used one of the Microsoft Access applications that we sent out last year for the participant data, this year's application has the ability to import last year's information through a simple wizard. In order to properly run this application, you must have an IBM-compatible PC with Windows 95. The application is available for download from the following web site: <http://www.ed.gov/offices/OPE/HEP/trio/studsupp.html>. You may also get a copy of this application by contacting your program officer.

4. What if the data is in MS Works Spreadsheet?

When the user finishes entering all data into the MS Works database, the best format to send that data to the Department of Education is as a dBASE file. To create a dBASE file from MS Works, insert a floppy diskette into the A:\ drive. Start MS Works and the database that contains all the student data. Select Save As from the File menu. Save File As Type will be an option on the Save As dialog box. Under Save File As Type, the user needs to select dBASE IV. Also, select the A:\ drive as the file destination. Then select Save or OK. Once it has finished saving the file to the floppy disk, remove the disk from the A:\ drive and check to make sure it is labeled. Then, the user can send the floppy to the Department of Education.

5. How can one prevent Microsoft EXCEL from automatically dropping the initial "0" in a date field?

EXCEL attempts to convert all numbers to a correct format. By entering "022571" in a field, EXCEL will convert that to "22571" because that is a true number. To avoid this problem, the cell needs to be formatted as a text field. If you are entering data where an entire column will be in above format, select the entire column by clicking on the grayed column name, for example "E". The next step is to select the Format menu and the "Cells..." prompt. You can also do this by clicking on your right mouse button and selecting "Format Cells..." A tabbed dialog box should now appear. The first tab is named "Number", and that is the tab you need to work with. Change the category to "Text". DO NOT change the category to "Date", because it can give you some unexpected results. Once the cell/cells have been formatted as text, EXCEL will maintain the original "0" in "022571".

PROGRAMMATIC ISSUES

1. What is a “batch year” vs. a “cohort year” and how do they differ?

The Batch Year (Field #1 of the Record Structure for the Participant List -- Section V of the performance report) designates the grant (project) year that is being reported. The batch year changes with each annual submission of individual student records. The Department designates the Batch Year as the beginning year of the 12-month grant period which may or may not be the same as the school year or academic year designations of some institutions. The Batch Year was chosen because TRIO projects are forward funded, (e.g., Fiscal Year 1998 funds are used to support the 1998-1999 project year). For this year's Student Support Services performance report the Batch Year is 1998. Thus, the individual student information provided will be for those students served by the project (as well as for prior participants enrolled at the institution) from the Fall of 1998 through the Spring/Summer of 1999.

The Cohort Year(s) is requested in Section II, Parts A and E of the performance report. For the purpose of the aggregate data provided in Section II, the cohort year designates the project (or academic) year when a student (or group of students) first received services from the Student Support Services project. For reporting purposes, an individual student is a member of the same cohort for as long as the student receives services from the project. The Cohort Year is not requested in Section V of the performance report but can be derived from Field #10 – Project Entry Date.

2. How should two-year colleges classify students who are graduating or transferring with more credits than are required for an Associate's degree?

If a student graduated or transferred from the grantee institution during the reporting period, the current college grade level (Field #16) should reflect the student's grade level as of the date of last enrollment at the grantee institution. The project does not need to report the grade level at the receiving institution of the project participant who graduated from a two-year college and then transferred or who transferred to a four-year institution with a specific number of credits prior to graduating.

A grantee must only track project participants and prior year participants for as long as they are enrolled at the grantee institution. For students who left the institution during the report period, the project need only report on the latest known status. Two-year institutions can account for graduated and transferred students in Field #20.

3. Should prior year participants be included in Section V?

The data file requested in Section V of the performance report should be a complete listing of current and prior year project participants who are still enrolled at the institution. However, the information provided in Sections II and III of the report should only include the participants (new and continuing) served during the report period.

4. How long after leaving an SSS program should student records be maintained on the database file?

Student records of Student Support Services participants should be kept on file for three (3) years after the student received services from the project or for the duration of the student's enrollment at that institution whichever is longer.

5. Does the grantee need to provide financial aid information and grade point averages on prior year participants?

The grantee should provide as much information as possible on prior year participants for as long as they are enrolled at the grantee institution.

6. What is the difference between prior year participants and continuing participants?

Prior year participants are students who were served by the project during a previous reporting period but who have not received services during the current reporting period. Continuing participants are students who first were served in another reporting period and who also received services during the current reporting period.

7. Should a project report on students who qualified for the project, but were not served, if they are tracked as a comparison group?

Students who did not receive services from the project are not considered project participants and therefore should not be included in Section V. However, these students may be used as a comparison group for reporting project accomplishments in Section IV of the performance report. Thus, a project may maintain information and track the progress of these students to document the progress of SSS participants compared to non-SSS participants.

8. How should a project classify students who were scheduled to graduate, but did not, during the reporting period?

Students who do not graduate but continue in their academic program should be counted as continuing participants in Field #20. If a participant leaves the institution prior to graduation, select the appropriate reasons from the choices in Field #20.

9. How should two-year colleges classify students in field 16 who are graduating or transferring?

For students that left the institution during the reporting period, a project need only report on the last known status. Two-year institutions can report on students who graduated and transferred in field 20.

10. Should two-year colleges classify students as freshmen and seniors in fields 15 and 16?

To ensure uniformity in reporting, two-year institutions should refer to their students as first year (freshmen) and second year (sophomores).

General Comments on Sections II and III of the Annual Performance Report for Student Support Services

This page provides some general comments concerning the quality of the data that has been reported in Sections II and III of the annual performance report for the Student Support Services program. The most common inconsistencies are in the four areas noted below. You may want to check these areas carefully before you submit your 1998-99 report.

(1) Participant counts in Section II E (breakout by grade level) inconsistent with the total participants reported in Section II A and other parts of the form. Please check to make sure all participants are counted in both places. If the grade levels for all your participants do not correspond to those specified, please count those participants in the “other” category.

(2) Participant counts for a particular service in Sections III B, C, or D exceed the participant count for the entire project. For example, the reported number of students that received peer tutoring exceeds the total number of participants served as reported in **Section II A**. While participants should be counted for each service they received, they should be counted only once for each given service.

(3) In Section III B, C, D, the average contact hours per participant is reported rather than total contact hours provided by the project for the specific service. This type of error significantly under-represent the total hours of services provided by the project.

(4) The Title IV School Code (OPE ID Number) absent or incorrect. This number should be a 6-digit (or 8-digit if a branch campus) number. Information regarding this number is available in the Title IV School Code Directory used by your institution’s financial aid office. It can also be accessed on the World Wide Web at:
<http://www.ed.gov/offices/OSFAP/Students/apply/search.html>.

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